



New Visions Schools and New Century High Schools
10 Principles of Effective Schools

INTRODUCTION

The proposed School Development Rubrics, presented in draft on the following pages, represent the collective knowledge of many hundreds of educators and partners about what it takes to start, build, and sustain a school community that truly meets the needs of all its students. The rubrics are an analytic framework to help schools assess their own performance, understand where they stand as developing organizations, and identify priorities for improvement. They are also a practical framework for collecting evidence of promising practices that can be shared with other schools. Their purpose is primarily developmental, not evaluative.

Organization of the School Development Rubrics

The School Development Rubrics are organized according to the **ten principles of effective schools**. For each principle, the rubric lists **standards of practice**, or descriptions of what adherence to that principle actually looks like in New Visions and New Century schools. The rubric then presents a **performance continuum**, with a description of practice at each stage of development. The performance continuum has four levels:

- **Beginning** Members of the school community show knowledge of and commitment to implementing practices that characterize an effective school.
- **Developing** Practices that characterize an effective school are being implemented, and a growing portion of the school community is participating in systems that support reflection, learning, and improvement.
- **At Standard** Practices that characterize an effective school are in place, and all members of the school community are participating in systems that support reflection, learning, and improvement.
- **Exceeding Standard** The school community has the strength and stability to innovate and meet new goals, sustain its progress through personnel and other changes, and provide leadership and assistance to colleagues and partner institutions.

Each rubric also lists examples of school-generated materials that give direct **evidence of performance** in alignment with that principle. Those lists are necessarily partial: to assess its performance along the developmental continuum, a school will need to look at a wide range of complex evidence, including relevant student work and student outcomes.

Use of the School Development Rubrics

The rubrics are designed to prompt rigorous self-assessment in the ten areas covered by the principles of effective schools. By examining their own practice and placing themselves on the performance continuum, school communities should develop a clear picture of where they are strong and where they need to dedicate their efforts and attention to improvement.

To help schools use the rubrics successfully, New Visions for Public Schools has begun to create a set of collaborative, inquiry-based techniques for examining evidence and designing interventions to increase school effectiveness. An advisory group of school and partner organization staff will help shape that work.

New Visions has also begun to assemble a collection of evidence—authentic, school-generated materials, or “artifacts”—that illuminate the work of New Visions and New Century schools and make tested practices available to others. The materials will be valuable as schools experiment with using the rubrics and learn to put their own performance into context. The library of evidence should become an essential resource for educators and community partners. All schools are strongly encouraged to share materials. (Each school will receive a packet of sample evidence during the Small Schools Retreat.)

The School Development Rubrics are a work in progress. We have a lot to learn about how to use them thoughtfully and effectively as tools to support school improvement and growth. We welcome feedback and suggestions from all schools.

TEN PRINCIPLES OF EFFECTIVE SCHOOLS

1. **Clear focus and high expectations** for staff and students are defining features of an effective school. They motivate the entire school community and inspire its members to strive constantly to ensure the success of every student. Clear focus and high expectations are the foundation on which the school's culture of collaboration and inquiry rests.
2. **A rigorous instructional program** provides equitable opportunities to learn and enables every student to master challenging content, skills, and learning strategies. The school community is engaged in a dynamic process of assessment, reflection, and innovation to inform curriculum development and instructional strategies, meet student needs, and address achievement gaps.
3. **A personalized learning environment** is characterized by knowledge of each student's learning style, social and family conditions, strengths, aspirations, and needs. Each student enjoys strong relationships with other students and a close, continuous relationship with one or more adults in the school community; at least one adult helps coordinate the support needed by the student throughout the high school years to prepare for higher education, employment, or other productive postsecondary plans
4. **Instructional leadership** by the principal and other school leaders is characterized by a schoolwide focus on student achievement; support for improving and enhancing school culture, teaching, and learning; and effective collaboration among school leaders, teachers, parents, students, and partners in the community. The principal and other school leaders demonstrate and inspire an unwavering commitment to fulfilling the vision of the school among all members of the school community.
5. **School-based professional development and a culture of professional collaboration** improve instruction and student achievement and cultivate adult learning communities within the school. Effective professional learning communities feature continuous reflection and assessment of student work and teacher practice.
6. **Meaningful assessment of student learning** occurs continuously and gives students a variety of opportunities to demonstrate that they meet content and performance standards and can apply their learning. Teachers use assessments as diagnostic tools to identify student needs and improve instruction. The school communicates and analyzes assessment results to inform school improvement.
7. **Partnerships with organizations** strengthen the ability of the school to serve the academic and developmental needs of its students and to forge bonds with students' families or caregivers. Effective partnerships help keep the school in touch with the wider community and professional networks, enable it to capitalize on opportunities and resources that support student success, and increase its sustainability.
8. **Parent and caregiver engagement** is an ongoing process that integrates families into the life of the school in a variety of ways. The result is a partnership, driven by parent demand and cultivated by the school community, in which parents and caregivers have voice and power to shape all components of the school. The school assumes that any person trusted by the student's family can be a partner for achieving youth success.
9. **Student voice and participation** ensure that students have significant opportunities to collaborate with school staff, exercise leadership, and make choices and decisions. Students have clear areas of input and participation and are actively involved in decisions regarding their classrooms, school, campus, and community.
10. **Integration of technology into teaching and learning** allows all students to access and analyze information, communicate ideas, and express themselves creatively. Teachers have adequate equipment and professional development to enable them to implement technology-enhanced lessons. Students learn to navigate diverse information sources, including print, visual, and audio materials, through the explicit teaching of information literacy skills.

PRINCIPLE 1. CLEAR FOCUS AND HIGH EXPECTATIONS

Clear focus and high expectations for staff and students are defining features of an effective school. They motivate the entire school community and inspire its members to strive constantly to ensure the success of every student. Clear focus and high expectations are the foundation on which the school's culture of collaboration and inquiry rests.

STANDARDS OF PRACTICE

1. The school community shares a vision for the school and works together to realize that vision.
2. School staff hold themselves to the highest professional standards, collaborate actively with peers, and constantly cultivate their own skills and knowledge.
3. Students develop high academic and personal expectations for themselves and their peers.
4. The school holds itself accountable for attaining daily attendance of 92 percent and a four-year graduation rate of 80 percent.

PERFORMANCE CONTINUUM

Beginning The planning or leadership team articulates a coherent vision for the school. Members of the school community work together to develop an overall school plan, aimed at achieving and sustaining a daily attendance of 92 percent and a four-year graduation rate of 80 percent. School staff are involved in gathering student data and using those data to shape instruction.

Developing The school staff implements the school plan, in collaboration with partners and parents. They measure yearly progress, establish annual goals for improvement, and modify strategies meet those goals. Teachers begin to develop formal and informal mechanisms to learn from one another and to pursue collaborative inquiry about their practice. Students participate in creating a statement of community expectations and safety; they understand that the school has high expectations for their academic performance and participation in the school community.

At standard Commitment to the school's vision and accountability for meeting goals are evident in day-to-day instruction, culture, and operations. School staff actively seek out, design, and participate in professional development, and share insights and techniques informally with colleagues. Students generally meet community expectations, respect all members of the school community, and report feeling safe in the school. The school achieves an attendance rate of 92 percent and a four-year graduation rate of 80 percent.

Exceeding standard The school community regularly reviews the goals and instructional plan and adjusts them as needed to ensure sustainability. Staff, parents, and community partners are involved in governance, planning and implementing professional learning programs, and tapping outside resources, all focused on schoolwide improvement. Students are personally committed to the school's statement of expectations and create a peer culture of achievement. Average attendance exceeds 92 percent, and more than 80 percent of students graduate in four years.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Statement of school vision and instructional plan
- Annual goals for students' progress toward graduation
- Statement of community norms and expectations, including attendance and graduation
- Curricular, extracurricular, and service programs that support the school's vision, enhance student growth, and integrate community partners and resources
- Mechanisms to support professional learning in alignment with school goals
- Governance structures that involve staff, parents, students, and partners in shaping the school's vision and goals and assessing progress

PRINCIPLE 2. RIGOROUS INSTRUCTIONAL PROGRAM

A rigorous instructional program provides equitable opportunities to learn and enables every student to master challenging content, skills, and learning strategies. The school community is engaged in a dynamic process of assessment, reflection, and innovation to inform curriculum development and instructional strategies, meet student needs, and address achievement gaps.

STANDARDS OF PRACTICE

1. The school engages all students in challenging, complex content and authentic intellectual work that promote independent thought and have significance beyond the classroom.
2. An understanding of students' strengths and needs drives decisions about structures, roles, and resources.
3. The school uses multiple measures and assessment techniques to evaluate faculty and student skills and knowledge in relation to local, state, and national standards.
4. The school has a shared vision of teaching and learning that is grounded in research and best practice and sustained through professional collaboration and exchange.
5. Students and adults collaborate to create a culture of continuous improvement.

PERFORMANCE CONTINUUM

Beginning The school planning or leadership team specifies the school's instructional goals and the knowledge, skills, and habits of mind students will need to meet relevant standards and become full participants in society. They develop an instructional plan that promotes active learning, engages students deeply in important issues and problems, and exposes students to a wide variety of cultures, points of view, and learning experiences.

Developing The school introduces a curriculum and instructional strategies that are consistent with the school's vision and expose students to challenging texts and ideas and to a growing array of active learning opportunities. The principal works with teachers to analyze student data and arranges for professional development that enhances their ability to respond to the learning needs of groups of students and individuals. The school cultivates partnerships and draws on a variety of resources to enrich students' learning.

At standard The instructional program gives students the necessary skills to analyze the central issues of the disciplines they are studying, examine real-world problems, and construct knowledge through analysis, interpretation, synthesis, and evaluation. Teachers learn by visiting one another's classrooms; they collaborate to examine student work, assess students' learning needs, and improve their practice and the overall instructional program. The school intentionally integrates the resources of partner organizations to create a wide range of learning opportunities.

Exceeding standard The instructional program cultivates higher-order thinking skills and gives students the scope, skills, and confidence to engage in in-depth study and analysis of topics of their own choosing and apply their learning in wider arenas. Teachers frequently observe one another's work and are skilled at analyzing student data, assessing students' strengths and needs, and developing differentiated learning opportunities. The school cultivates partnerships, invites feedback from critical friends, and maintains an open, generous stance toward visitors.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Overall instructional plan
- Student assessment data and analysis
- Annual goals for student progress toward graduation
- Systems for identifying student learning needs, schoolwide and for groups and individuals
- Professional development plan aligned with identified student needs
- Mechanisms for teacher collaboration and classroom observation
- Unit and lesson plans and associated student work
- Partnerships that enhance student learning and are well integrated with instructional goals

PRINCIPLE 3. PERSONALIZED LEARNING ENVIRONMENT

A personalized learning environment is characterized by knowledge of each student's learning style, social and family conditions, strengths, aspirations, and needs. Each student enjoys strong relationships with other students and a close, continuous relationship with one or more adults in the school community; at least one adult helps coordinate the support needed by the student throughout the high school years to prepare for higher education, employment, or other productive postsecondary plans

STANDARDS OF PRACTICE

1. Clear structures and policies support the development of meaningful relationships among students and adults.
2. A deep commitment to honoring students' strengths and needs is reflected in all aspects of the school.
3. Students have many, varied opportunities to help create and sustain the school community.

PERFORMANCE CONTINUUM

Beginning The school plan establishes systems to ensure that each student develops strong, supportive relationships with school staff. It emphasizes the importance of students' engagement in the school community and in decisions about their own learning and postsecondary plans. In collaboration with partner organizations, the school arranges for a variety of programs that enrich student learning and engage parents/caregivers in the school community.

Developing Programs such as advisories or mentoring are established to support the development of a close relationship between each student and at least one adult. The school provides extra or short-term support for students who need tutoring, counseling, or other services. Teachers begin to implement differentiated learning approaches and review the progress of each student. The school and partner organizations establish a student council, clubs, committees, and other vehicles for students to exercise their interests and develop leadership skills

At standard Student support systems are well integrated in the life of the school. School staff experiment with innovative methods to build stronger relationships with students and parents/caregivers. Teachers expand their use of differentiated instructional techniques and incorporate what they know about students' individual circumstances into curriculum and activities. The school has effective, inclusive systems for resolving conflicts among its members.

Exceeding standard School and partner staff evaluate, modify, and build upon their student support systems as needed. Teachers continually assess classroom practices to ensure they are meeting the needs of all students, and the school constantly expands its repertoire of strategies to address challenges faced by individual students.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Student support systems, such as advisories or mentoring
- Systems to track student progress toward graduation and support postsecondary planning
- In-school, extracurricular, and service programs and activities for students
- Differentiated instructional program, including extra services for students in need
- Mechanisms to build and strengthen connections with parents/caregivers

PRINCIPLE 4. INSTRUCTIONAL LEADERSHIP

Instructional leadership by the principal and other school leaders is characterized by a schoolwide focus on student achievement; support for improving and enhancing school culture, teaching, and learning; and effective collaboration among school leaders, teachers, parents, students, and partners in the community. The principal and other school leaders demonstrate and inspire an unwavering commitment to fulfilling the vision of the school among all members of the school community.

STANDARDS OF PRACTICE

1. The principal collaborates with others in the school community to create and encourage opportunities for all members to become instructional leaders.
2. The principal collaborates with others in the school community to develop, communicate, and implement a shared vision of learning.
3. The principal collaborates with others in the school community to develop, communicate, implement and assess an effective program of instruction.
4. The principal and other school leaders see themselves as learners and encourage continuous learning by all members of the school community.

PERFORMANCE CONTINUUM

Beginning The principal recognizes that leadership is not limited to himself or herself and strives to enable all members of the school planning or leadership team to work productively together. The school plan includes multiple opportunities for teachers, students, parents/caregivers, and partners to exercise leadership and get involved in school decision making. The instructional expertise of members of the school community is identified and made known as a resource.

Developing The principal leads the implementation of the school plan and encourages the full participation of teachers, students, parents, and partners. The principal works collaboratively to assess the learning needs of students, teachers, and others in the school community; develop an instructional plan that addresses those needs;

At standard Commitment to the school's vision and accountability for meeting goals are evident in day-to-day instruction, culture, and operations. School staff actively seek out, design, and participate in professional development, and share insights and techniques informally with colleagues. Students generally meet community expectations, respect all members of the school community, and report feeling safe in the school. The school achieves an attendance rate of 92 percent and a four-year graduation rate of 80 percent.

Exceeding standard The school community regularly reviews the goals and instructional plan and adjusts them as needed to ensure sustainability. Staff, parents, and community partners are involved in governance, planning and implementing professional learning programs, and tapping outside resources, all focused on school-wide improvement. Students are personally committed to the school's statement of expectations and create a peer culture of achievement. Average attendance exceeds 92 percent, and more than 80 percent of students graduate in four years.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Student data and analysis of student and faculty learning needs
- Statement of community expectations for student participation and safety
- In-school, extracurricular, and service programs and activities for students
- Professional development plan aligned with identified student needs and school goals
- Governance structures that involve staff, parents, students, and partners in shaping the school's vision and goals and assessing progress
- Materials (letters, presentations, etc.) from the principal to members of the school community to support their engagement in instructional improvement

PRINCIPLE 5. SCHOOL-BASED PROFESSIONAL DEVELOPMENT AND A CULTURE OF PROFESSIONAL COLLABORATION

School-based professional development and a culture of professional collaboration improve instruction and student achievement and cultivate adult learning communities within the school. Effective professional learning communities feature continuous reflection and assessment of student work and teacher practice.

STANDARDS OF PRACTICE

1. Collaboration informs the school's approach to professional learning and is the basis for growth of professional learning communities within the school.
2. The school improves teaching and learning through continuous reflection and assessment of instruction and student work.
3. Students' academic and personal development drive the content of professional development.
4. Sufficient resources and structures support professional growth and development.

PERFORMANCE CONTINUUM

Beginning The principal and other members of the planning or leadership team recognize that the school's success will depend on continuous professional learning, driven by analysis and reflection on student performance. They are familiar with the principles of adult learning and develop a plan that emphasizes school-based, collaborative learning, allocates common planning time for teachers, and aligns with the school's educational objectives.

Developing The school implements the professional learning plan. Formal and informal systems of collaboration, including teacher study groups and observation of one another's work, begin to emerge. The school begins to collect student data to assess learning needs and improve teaching practice; it also begins to evaluate the efficacy of professional development. The school encourages staff to seek outside professional learning opportunities.

At standard The principal and other staff members collaboratively select, design, lead, and assess professional development activities. Teachers regularly observe one another's work, participate in peer and self assessment, seek feedback from one another, adopt the successful practices of peers, and participate in study groups. The principal and other school leaders interpret student data and develop professional learning initiatives that respond to identified student needs. The school also shares skills and practices through campus-wide collaboration, if relevant, or other professional networks.

Exceeding standard The school analyzes data regarding the performance of individual students and teachers, the school as a whole, and specific populations and develops professional learning opportunities accordingly. Members of the staff share their expertise regularly with colleagues inside and outside the school, and the school leverages external resources and contacts to supplement internal resources. The school schedule reflects professional development as a high priority.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Schoolwide professional development plan
- Systems and benchmarks for assessing the effectiveness of professional development
- Professional learning plans for individual teachers
- Classroom observation protocols
- Policies to promote collaboration, such as shared use agreements or schedules for common planning time and teacher study groups
- Professional development materials to address specific student need

PRINCIPLE 6. MEANINGFUL ASSESSMENT OF STUDENT LEARNING

Meaningful assessment of student learning occurs continuously and gives students a variety of opportunities to demonstrate that they meet content and performance standards and can apply their learning. Teachers use assessments as diagnostic tools to identify student needs and improve instruction. The school communicates and analyzes assessment results to inform school improvement.

STANDARDS OF PRACTICE

1. Assessments are integrated continuously into classroom activities and aligned with content and performance standards.
2. Assessments measure students' ability to solve problems in real-world situations.
3. Assessment results are communicated to the school community and analyzed to improve instruction.
4. Students understand the meaning of assessment results and use them to accelerate their own learning.

PERFORMANCE CONTINUUM

Beginning The school planning or leadership team recognizes the value of deploying a range of assessments to evaluate student work and identify students' learning needs. The principal and teachers develop a plan to integrate summative assessments (both teacher-made tests and Regents examinations) and formative, performance-based assessments.

Developing Teachers use formative and summative assessments to measure students' knowledge and skills in relation to major instructional objectives and Regents standards. The school begins to measure student progress against schoolwide and individual performance goals. Students and their families are aware of students' progress toward graduation and the significance of assessment results.

At standard Teachers design and use performance-based assessments to measure understanding and application of instructional objectives, as well as summative assessments, such as Regents and teacher-made tests. Students maintain portfolios of their important work, which are reviewed and reflected upon regularly. The school has well-established systems for tracking student progress against goals, analyzing and responding to assessment results, and communicating about progress toward graduation with families and students.

Exceeding standard Teachers design and use performance-based assessments that measure understanding and application of major concepts and skills. They also use summative assessments at a more advanced level than Regents exams. Students routinely design and use rubrics, checklists, and other measures to assess their performance.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Regents exam results and annual improvement goals
- Teacher-made, performance-based assessments
- Letters, forms, and distribution systems for communicating with parents/caregivers about graduation requirements and students' progress toward graduation
- Guidelines and formats for student portfolios
- Rubrics, checklists, and other methods to help students to assess their performance

PRINCIPLE 7. PARTNERSHIPS WITH ORGANIZATIONS

Partnerships with organizations strengthen the ability of the school to serve the academic and developmental needs of its students and to forge bonds with students' families or caregivers. Effective partnerships help keep the school in touch with the wider community and professional networks, enable it to capitalize on opportunities and resources that support student success, and increase its sustainability.

STANDARDS OF PRACTICE

1. The school maintains partnerships with one or more organizations that share a vision for the school that is aligned with their own missions and resources.
2. School and partner staff create collaborative structures to manage the school's governance, fiscal administration, and human resource administration.
3. The school facilitates contributions by partners to programs and resources that benefit students, their families, and the larger school community.

PERFORMANCE CONTINUUM

Beginning School and partner staff articulate beliefs, goals, and expectations for the school and for the roles the school and community institutions can play in supporting students' education. Together, they assess the academic and social needs of the student population and create mechanisms to involve partner organizations in day-to-day and long-term decision making.

Developing School and partner staff plan and begin to implement programs that capitalize on partner resources to create a youth-supporting learning community. Partner staff are involved in school governance and program planning, especially in areas (such as youth development, arts programming, community service, or other areas) where they have particular expertise.

At standard Partner organizations contribute to students' academic and social growth through curricular, extracurricular, or service programs and are involved in the life of the school. Partner and school staff reflect together regularly on the development and performance of the school and the contribution of the partner organization to student success. They also periodically review procedures and roles to improve the effectiveness of the partnership.

Exceeding standard School and partner staff recruit additional partner organizations for the school. Partner staff are fully involved in school governance and help acquire and maximize resources—including contributions and grants—to support the school.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Partnership agreements
- Curricular, extracurricular, and service programs managed by partner organizations that support student learning and development
- Job descriptions of partner staff assigned to the school
- Policies and systems for involving partner staff in school governance

PRINCIPLE 8. PARENT AND CAREGIVER ENGAGEMENT

Parent and caregiver engagement is an ongoing process that integrates families into the life of the school in a variety of ways. The result is a partnership, driven by parent demand and cultivated by the school community, in which parents and caregivers have voice and power to shape all components of the school. The school assumes that any person trusted by the student's family can be a partner for achieving youth success.

STANDARDS OF PRACTICE

1. The school shares information (translated into students' home languages) and is committed to building understanding among parents/caregivers.
2. The school promotes the investment of parents/caregivers in all aspects of the school's operations and recognizes their profound stake in its success.
3. Parents/caregivers serve as catalysts for connecting the school to its community.

PERFORMANCE CONTINUUM

Beginning The principal and other school leaders recognize the value of parent engagement and ensure that parents/caregivers participate in school planning and governance. The school distributes information to parents/caregivers about academic expectations, school events, schoolwide initiatives, and other important matters. Parents feel welcome at parent teacher conferences and other events.

Developing The school provides information to parents/caregivers about schoolwide issues and expectations, events and activities, and opportunities to get involved. Teachers communicate with parents/caregivers through phone calls, emails, and notices about individual students. The school gathers information about parent and community needs and begins to develop programs (independently or in collaboration with community partners) to meet those needs.

At standard The school provides a variety of opportunities and training to enable parents and caregivers to get involved in school activities and governance and to support students' educational success. Parents/caregivers feel welcome at the school and regularly attend meetings and special events. The school works with parents to create links to local community institutions and organizations, such as businesses, cultural centers, and health providers.

Exceeding standard The school provides each family with a student graduation plan that outlines the steps to graduation and the role that the parent/caregiver can take to support the student through the process. Parents/caregivers act as ambassadors for the school and use their professional knowledge and skills to help the school leverage resources. The school uses its facility to bring resources within reach of students, their families, and other community members.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Policies encouraging parent/caregiver involvement and volunteer service
- Print and email newsletters and notices for parents/caregivers and community members
- Parent/caregiver database
- Orientation materials and programs for new parents/caregivers
- School leadership team training materials for parents/caregivers
- Surveys or other methods for gathering parent/caregiver views
- Programs, collaborations, and special events to meet parent and community needs

PRINCIPLE 9. STUDENT VOICE AND PARTICIPATION

Student voice and participation ensure that students have significant opportunities to collaborate with school staff, exercise leadership, and make choices and decisions. Students have clear areas of input and participation and are actively involved in decisions regarding their classrooms, school, campus, and community.

STANDARDS OF PRACTICE

1. Students collaborate with school staff in decisions regarding school policies, curriculum, instruction, and assessment to create a rigorous academic experience.
2. The school honors meaningful student leadership as essential to the success of the school and its students.

PERFORMANCE CONTINUUM

Beginning The school planning or leadership team recognizes the value of involving students in decision making; student engagement is a stated goal of the school. The school plan articulates a commitment to developing students' inquiry and collaboration skills through collaborative learning experiences. It also anticipates the creation of a student government and other formal leadership opportunities for students.

Developing Students are involved in developing a statement of community expectations and other policies that govern the school community. The school creates structures and policies to promote active student involvement in planning, implementing, and evaluating learning activities. Teachers initiate inquiry-based and collaborative projects and invite student feedback on lessons and units. With support from school staff, students establish a student government.

At standard Students are involved in planning, implementing, and assessing learning activities and their own academic progress. Multiple and diverse opportunities for individual student leadership exist in the school, on the campus, and in the broader community. The school assesses and refines its ability to promote youth leadership.

Exceeding standard Students design or co-design lessons and units based on their own research and take responsibility for teaching portions of that curriculum. They continuously evaluate their own learning and progress toward graduation. Students work with school staff, parents/caregivers, and partner organizations to develop programs and create new opportunities for student leadership.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Policies regarding student engagement in decision making
- Student government charter and responsibilities
- Professional development to help teachers involve students in instructional planning and assessment of learning activities
- Programs and activities that develop student leadership and responsibility

PRINCIPLE 10. INTEGRATION OF TECHNOLOGY INTO TEACHING AND LEARNING

Integration of technology into teaching and learning allows all students to access and analyze information, communicate ideas, and express themselves creatively. Teachers have adequate equipment and professional development to enable them to implement technology-enhanced lessons. Students learn to navigate diverse information sources, including print, visual, and audio materials, through the explicit teaching of information literacy skills.

STANDARDS OF PRACTICE

1. School staff receive appropriate professional development to enable them to integrate technology into their teaching.
2. Developmentally appropriate lessons that incorporate technology are consistently implemented to maximize learning of all students.
3. The school dedicates adequate financial support and staffing to support the use of technology in student and professional learning

PERFORMANCE CONTINUUM

Beginning The school planning or leadership team, in partnership with consultants or other sources of expertise, develops a plan for integrating technology into the instructional program of the school. Using applicable standards, the school conducts a needs assessment to determine teacher and students' knowledge, skills, and understanding of concepts related to technology.

Developing The school implements the plan and designs a professional development strategy to meet the needs of staff and students regarding integration of technology. Teachers begin to develop technology-enhanced lessons in their subjects and to instruct students in the basic information literacy skills required to complete simple tasks. The school develops policies on access to technology and acceptable/appropriate use of technology, electronic media, and internet sources (including plagiarism).

At standard Teachers reflect together on the use of technology in their teaching, share effective techniques, and develop collaborative projects that integrate technology. The school assesses the technology needs of parents. Most teachers consistently use technology effectively, instruct students in information literacy skills, create environments that reflect current research on teaching and learning with technology, and use technology to differentiate instruction. Students understand and honor acceptable/appropriate use guidelines.

Exceeding standard Teachers disseminate technology-enhanced lessons to colleagues for feedback; potential uses of technology are consistently discussed when planning curriculum. Lessons require students to exceed technology standards and evaluate technology to determine its appropriateness for academic activities. The school offers technology training sessions to parents to enable them to better support their children in using technology.

EVIDENCE OF PERFORMANCE MAY BE FOUND IN . . .

- Policies governing equitable access to technology and media
- Technology inventory and acquisition priorities
- Lesson plans and schoolwide projects that integrate technology
- Acceptable/appropriate use policies and systems for monitoring student adherence